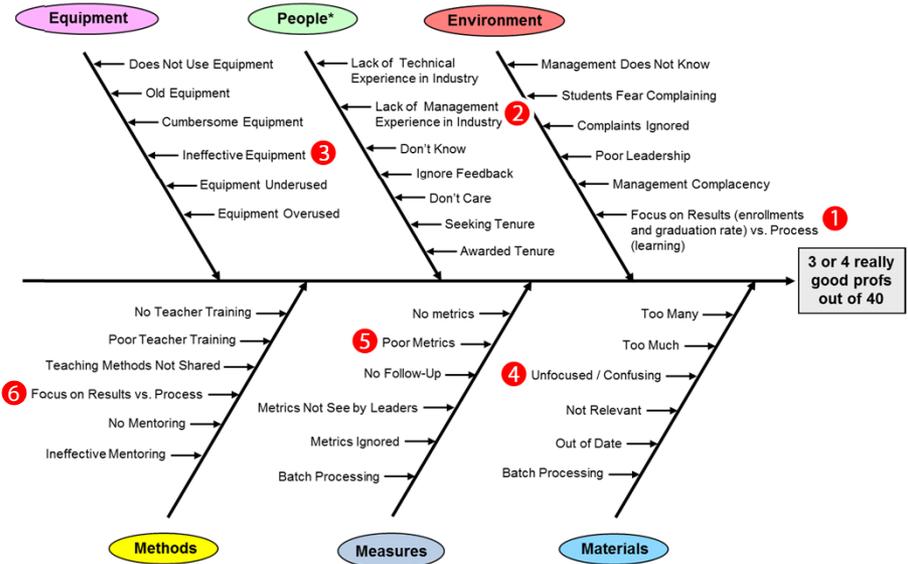
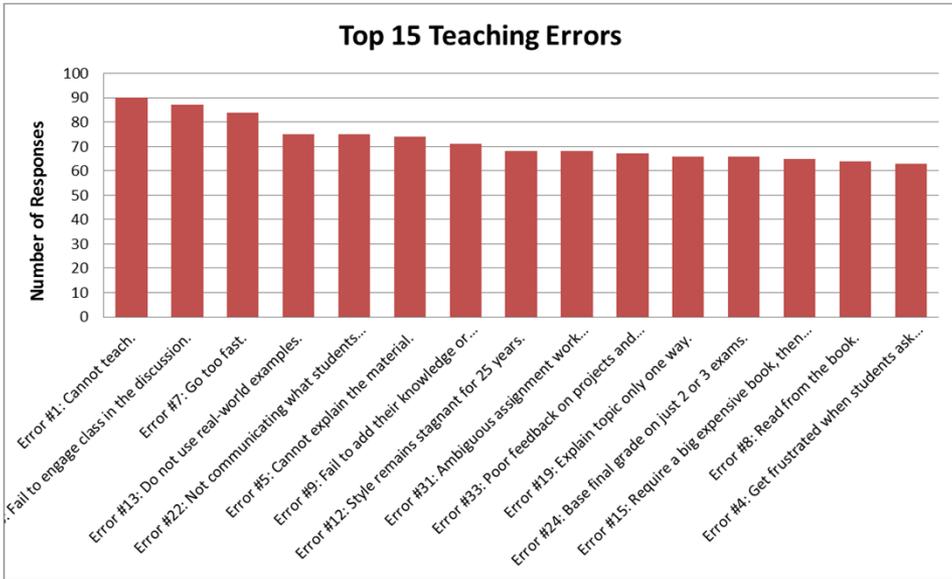
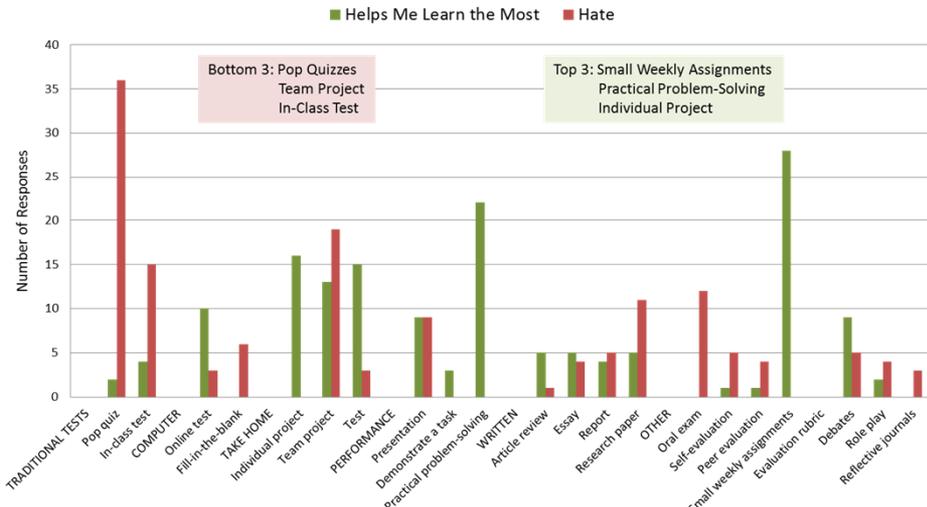


# Lean Teaching Visual Control

**Lean Teaching is the application of Lean management principles and practices to teaching.**  
 Lean Management is a non-zero-sum principle-based management system focused on creating value for end-use customers and eliminating waste, unevenness, and unreasonableness using the scientific method.



### Student Classroom Assessment Preferences



Q1 - What three mode(s) of learning assessment are most beneficial for you personally, to help you learn the most in a course?  
 Q2 - What three mode(s) of learning assessment do you hate the most?

# Lean Teaching Visual Control

| What is Good Quality Teaching?   |   |  |   |  |
|--|---|--|---|--|
| What is good quality teaching? Identify one to three things your best teachers did that resulted in "good quality teaching."   |   |  |   |  |
| A survey of current and former students conducted in-person and online between 4 February and 12 February 2014. Number of responses = 107*. © Bob Emiliani www.leanprofessor.com |   |  |   |  |
| Attitude   | Teaching  | Delivery   | Assessment  | Follow-Up  |
| Connects with each student (vs. names on a class roster).  | Teaches in ways the every student can learn from (understand vs. memorization).               | Does not read what's on the PowerPoint slides.   | Uses different methods used to evaluate student learning.                             | Available to help answer questions, help with homework, etc. |
| Motivates students to want to learn.   | Balances theory and practice (weighted towards practical).                                    | Remains on-topic.  | Gives lots of small assignments so one bad result does not result in low final grade. | Easy to reach.   |
| Treats college students as adults.   | Uses hands-on activities related to the subject matter (to make theory come alive).           | More hands-on, less lecturing, followed by discussion of the learning.                           | Verifies that students understand the material before testing.                        | Responds promptly to students.                               |
| Passionate about the subject (competent).  | Makes boring subject matter interesting or exciting.  | Articulates complex / technical information clearly and understandably.                          | Less emphasis on number of assessments and grades; more emphasis on learning.         | Gives timely feedback.                                       |
| Makes students feel comfortable in asking and answering questions.   | Provides real-word examples related to the material (vs. just lecture).                       | Speaks clearly, with appropriate tone and volume.  | Gives right amount of work (vs. over or under work) and no games.                     | Gives specific feedback.                                     |
| Makes expectations clear for course at start: every assignment and assessment  | Engages class by asking probing questions and facilitate in-class discussions.                | Makes class more interactive.  | Gives practical assignments that reinforce the learning.                              | Available for one-on-one discussion.                         |
| Holds student's attention.   | Has clear learning goals.   | Makes the learning relevant to me & my future.   | Gives reasonable (not mean) assignments.  | Verifies that students actually learned.                     |
| Empathizes with students (e.g. workload, cost of books, schedule, etc.).   | Makes new or complex material easy to understand. Simplifies the material.                    | Speaks with energy and enthusiasm.   | Gives sensible tests (not high pressure exams).                                       | Researches answers to student's questions (vs. make it up)   |
| Recognizes that real-world examples have value to students and helps them learn.   | Understands questions or issues that students have about the material.                        | Uses picture and diagrams to illustrate concepts.  | Gives assignments that integrate learning.  |  |
| Does not talk down to students.  | Does not teach out of the book.   | Generates class discussions (vs. PowerPoint presentations).                                      | Gives opportunities to work independently.  |  |
| Easy to deal with, talk to, and a good listener.   | Course follows logical progression (one step of learning builds on the next).                 | Gives real examples, tells stories, or from own experience relevant to subject (help retention). | Project focus requiring interdisciplinary work.                                       |  |
| Encourages students and believes in them.  | Shows "what's in it for me" (to motivate students want to apply what they learned).           | Uses appropriate humor.  | Challenges students to think beyond the obvious idea or solution.                     |  |
| Well organized, thorough.  | Goes with the flow of students when it helps learning.  | Moves at a fast pace to keep students interested and paying attention.                           | Creative in assignments given to students.  |  |
| Makes students want to come to class.  | Organized: information and materials easy to find and use.                                    | Willing to discuss counter-arguments.  | Returns assignments quickly.  |  |
| Takes constructive criticism and uses it to improve.   | Gives many (though-provoking) examples and analogies.   | Sticks to the syllabus / schedule.   | Quality feedback on work (not just a check with no comments).                         |  |
| Learns along with the students and continuously educates self.   | Challenges students to think critically.  | Effectively uses Socratic method.  |   |  |
| Understands students have other classes.   | Challenges students to step outside comfort zone / go beyond what students think is possible. | Uses flip chart / white board to illustrate points (vs. all PowerPoint).                         |   |  |
| Respects students and identifies with students.  | Communicates well at different levels.  | Conversational (vs. authoritative) style.  |   |  |
| Teacher is a practitioner on the subject.  | Knows latest trends in subject.   | Uses simple terms and concepts to explain complicated things.                                    |   |  |
| Serves as a role model.  | Brings in material from multiple sources (material complimentary to book).                    | Challenges students, but with purpose.   |   |  |
| Patient and fair.  | Rigorous.   | Requires adherence to instructions.  |   |  |
| Makes learning a pleasant experience.  | Gives good answers to questions.  | Is concise and to the point.   |   |  |
| Has high expectations of students.   | Teaches things their way, rather than by the book.  |  |   |  |
| Focused on learning, not grades.   | Gives lots of practical examples.   |  |   |  |
| See teaching as a cooperative learning (vs. autocratic) process.   | Course is current and refers to things happening at the present time.                         |  |   |  |
| Makes education valuable from student's point of view.   | Focuses on things that students are most likely to use.                                       |  |   |  |
| Enjoys teaching.   | Leaves a positive impression on students.   |  |   |  |